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ABSTRACT

Project BABS, in its final year of funding, provided career exploration and advisement, after-school summer job internships with business enterprises, and a computerized reading program to approximately 690 students of limited English proficiency of Asian, Greek, Russian, and Hispanic descent in four New York City high schools. Project staff, centrally located, included two resource teachers and a job developer. The project supported development of curriculum materials in the areas of career awareness and word processing for bilingual students, and staff training. An assessment of student achievement produced the following findings: (1) overall, program students tested in English language skills met the proposed objective in both the fall and spring terms; and (2) ninth, tenth, and eleventh grade students made statistically significant gains in reading. In the event of further funding, recommendations to improve the program include selecting sites on the basis of ability to accommodate internship schedules, locating internship sites near participating schools, early production of curriculum manuals, increased parental involvement, and dissemination of program procedures for establishing successful links with businesses. (CG)

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PROJECT BABS: BILINGUAL
ACADEMIC AND BUSINESS SKILLS
1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-810-4752

PROJECT BABS: BILINGUAL

ACADEMIC AND BUSINESS SKILLS

1983-1984

Project Director:

Florence Pu-Folkes

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A SUMMARY OF THE REPORT

In its third and final year of funding, Project BABS provided career exploration and advisement, after-school and summer job internships with business enterprises, and a computerized reading program, to approximately 690 students of limited English proficiency of Asian, Greek, Russian, and Hispanic descent in four New York City high schools. The participating schools included Julia Richman and Lower East Side Prep (L.E.S.P.) High Schools in Manhattan, Franklin D. Roosevelt (F.D.R.) in Brooklyn, and Long Island City High School in Queens. The approximately 200 program students at L.E.S.P. for whom language data were reported, were speakers of Cantonese, Mandarin, and Khmer, the majority of whom were newly-arrived immigrants with a low socio-economic status. At Long Island City High School the 127 students reported were of Hispanic and Greek descent. The 77 program students from F.D.R., for whom information was reported, represented three main language groups: Spanish, Chinese, and Russian. Seventy-seven percent of the 128 students reported at Julia Richman were of Hispanic descent, while the remaining 23 percent was comprised of small numbers of students from Europe, Asia, Haiti, and the Middle East.

The major instructional goals of the program were to provide participating students with instruction leading to the development of basic skills in English; to develop students' business and basic skills; and to allow students to apply those skills in after-school or summer job internships with local businesses.

Project staff members were centrally located. Two resource teachers visited the participating schools three times every other week. A job developer served as a liaison between the four sites, the project office, and the internship sites.

Eight businesses and agencies provided internships for 11 students during the fall semester, nine students during the spring semester, and ten students during summer session 1983. Each intern worked a minimum of 60 hours per semester. According to the job developer, had more students been available, the project could have placed an additional ten in response to business and agency requests. In addition, the project established a Business Education Advisory Council for Bilingual Students which was intended to help identify intern sites, to put together a career seminar, to provide input into the workings of the project, and to review future proposals.

Title VII funds suported all program staff positions. Curriculum materials were in progress in the areas of career awareness/development and word processing for bilingual students. Development activities for staff members included attendance at in-service training sessions, meetings, and relevant workshops, conferences, and university courses.

Parents of participating students were involved on a limited basis through open school meetings and staff participation in city-wide parent conferences.

An assessment of students' achievement produced the following findings:

-- Overall, program students tested at CREST Levels I and II met the proposed objective in both the fall and spring terms.

-- Ninth, tenth, and eleventh-grade students made statistically significant gains on the New York City Reading Test.

The following recommendations are offered in the event that further funding is received:

-- Future sites be selected on the basis of programming flexibility and administrative willingness to accommodate students' programs to the needs of the internship component;

-- Special attention be given to locating internship sites near the participating schools, especially for those schools not located in Manhattan;

-- Curriculum manuals be completed early enough in the funding cycle so that they can be more fully used during the life of the project;

-- Efforts continue to be made to increase parental involvement.

-- The program's procedures for establishing successful links with businesses should be disseminated for replication in other projects with similar objectives.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT BABS: BILINGUAL ACADEMIC AND BUSINESS SKILLS

Location:	Julia Richman High School 317 East 67th Street New York, New York Lower East Side Prep 169 William Street New York, New York Franklin D. Roosevelt High School 5800 20th Avenue Brooklyn, New York Long Island City High School 28-01 41st Avenue Queens, New York
Year of Operation:	1983-84, Third and final year of funding
Target Languages:	Spanish, Chinese, Vietnamese, Greek, Russian
Number of Participants:	Fall 733/Spring 690
Project Director:	Florence Pu-Folkes

I. INTRODUCTION

In its third and final year of funding, Project BABS is designed to develop the business and basic skills of limited English proficient (LEP) students of Chinese, Vietnamese, Greek, Russian, and Hispanic descent from four New York City high schools. Its major proposed activities involve career exploration and advisement through visits by project staff, guest speakers, and field trips; job internships after school and during the summer; curricula and resource materials development related to career awareness and business skills; computerized reading program; and parental involvement through regular meetings. Project staff is centrally

located. Two resource teachers visit the participating schools three times every other week. A job developer, newly added this year, serves as liaison between the four sites, the project, and business agencies in providing job internships for students.

Project BABS has been discussed fully in evaluation reports dealing with its first two years of operation. This report will omit much of the detail contained in those reports. Instead, after giving a brief overview of student characteristics, it will focus on the project's ability to meet its objectives.

II. STUDENT CHARACTERISTICS

Table 1 presents the country of birth for 523 of the program students. Data were missing for 110 students at Long Island City and 60 students at F.D.R.

There were 222 students (42 percent) from Asia, most of whom were from the People's Republic of China, Hong Kong, and Taiwan. Another 195 (37 percent) students were Hispanic, primarily from Puerto Rico (49), Ecuador (46), Colombia (29), the Dominican Republic (19), El Salvador (11), and Peru (11). Another 52 (10 percent) were European, 22 from Greece, and 20 from the U.S.S.R. There were also 39 Greek- and Spanish-speaking students who were born in the U.S.

Hispanics made up the majority of students served at Julia Richman and Long Island City. At Julia Richman, 100 (78 percent) students were native speakers of Spanish. Forty-one of those students were born in Puerto Rico, 10 in Ecuador, and seven in the Dominican Republic. The other 22 percent of those served at Julia Richman was comprised of small numbers of students from Asia, Haiti, Europe, and the Middle East.

At Long Island City High School, data were reported for 124 out of 234 students. Twenty-two students were of Greek descent and 82 were Hispanic. The Spanish-speaking students were primarily from Ecuador, Colombia, Peru, and El Salvador. The school has no bilingual program.

At Franklin D. Roosevelt High School (F.D.R.), where data were available for 72 out of 132 students, students were primarily from three language groups: Spanish (34), Russian (20), and Chinese (9). The Hispanic project students are mostly in English as a second language

TABLE 1

Number of Program Students

by School and Country of Birth

Country of Birth	Julia Richman	L.E.S.P.	F.D.R.	Long Island City	Total
Israel			2		2
Yemen	1				1
Egypt			1		1
Other "Middle Eastern"	3				3
Philippines	1				1
Korea	2		1	2	5
Vietnam	1	8			9
Cambodia		1			1
India	1		1		2
People's Republic of China		160	3		163
Taiwan	3	5	1		9
Hong Kong	2	22	2		26
Other "Asian"	3	1	2		6
Italy			1		1
Hungary	3				3
Greece				22	22
U.S.S.R.			20		20
Other "European"	4			2	6
Haiti	4		4		8
Spain			1	1	2
Puerto Rico	41		7	1	49
Dominican Republic	7		3	9	19
Cuba		1		2	3
Other "Caribbean"	1				1
Mexico	2				2
Honduras				1	1
Guatemala	7				7
Costa Rica	2				2
El Salvador	1	1	6	3	11
Nicaragua	2			2	4
Panama	1		3	1	5
Colombia	6		1	17	24
Ecuador	10		8	28	46
Peru	1			10	11
Chile	2			1	3
Bolivia				1	1
Venezuela			1		1
Argentina			1	1	2
Brazil	1				1
United States	16		3	20	39
TOTAL	128	199	72	124	523[a]

[a]Country of birth information was missing for 170 students: 110 students at Long Island City and 60 students at F.D.R.

- Thirty-one percent of the program students were born in the People's Republic of China. All but three of these students were located at L.E.S.P.
- Approximately 40 percent of the students are from Spanish-speaking countries.
- The 39 U.S.-born LEP students are speakers of Greek and Spanish.

(E.S.L.) and/or bilingual classes. The Chinese students are, for the most part, highly motivated LEP students. Only a few of the large number of Russian immigrants chose to participate in the bilingual program.

The 200 program students at Lower East Side Prep (L.E.S.P.) represent one-third of that school's total student body, a much higher percentage than at the other three schools, whose total enrollment ranges from 2,650 to 3,500. Program students' native languages are Cantonese (88 percent), Mandarin (8 percent), and Khmer (4 percent). The students at L.E.S.P. are mostly newly-arrived immigrants from low socio-economic backgrounds. Like the other students at L.E.S.P., an alternative high school, they tend to be overage for their grade.

In fact, the majority of all Project BABS participants are overage for their grade placement, ranging from 30 percent overage at Long Island City to 99 percent at Lower East Side prep (see Table 2).

Table 3 presents the program students by sex and grade, and Table 4 shows the time students have spent in the bilingual program.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	0	0	0	1	1
14		2	0	1	5
15			4	1	38
16	9			3	82
17	20	34			131
18	21	11	50		133
19	32	22	20	31	105
20	34	6	5	12	57
21	23	10	5	8	46
22	2	1	1	5	9
23	0	2	0	0	2
TOTAL	153	148	170	138	609

Note. Shaded boxes indicate expected age range for grade.

All Overage Students

Number	141	86	81	56	364
Percent	90	58	47	39	59

Julia Richman High School

Number	20	40	21	2	83
Percent	71	67	66	29	65

Lower East Side Prep

Number	128	36	9	18	191
Percent	99	100	100	100	99

Franklin D. Roosevelt High School

Number	2	4	16	26	48
Percent	20	25	48	42	38

Long Island City High School

Number	0	12	39	12	63
Percent	0	28	35	21	30

- Fifty-nine percent of program students are overage for their grade placement.
- Ninety-nine percent of the program students at L.E.S.P. are overage, reflecting the educational and migration histories of these Asian students.

TABLE 3

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	88	56	68	44	156	26
10	83	57	62	43	145	24
11	82	48	87	52	169	27
12	65	46	75	54	140	23
TOTAL	318	52[a]	292	48[a]	610	100

[a]Percent of program students.

- Male students outnumber female students in grades nine and ten.
- The highest percentage of program students is in grade eleven.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	37	17	21	7	82
1 Academic Year	86	106	148	125	465
2 Academic Years	46	34	16	12	108
3 Academic Years	0	1	1	3	5
TOTAL	169	158	186	147	660

[a]Rounded to the nearest year.

- Five hundred forty-seven students (83 percent) have been in the program one year or less.
- Five students have been in the program since its first year of operation.

III. FINDINGS

The evaluation findings are based on a modification of the original evaluation design. They include both objectives measurable by standardized test results and those based on an examination of program material and records, on-site visits, and interviews with relevant personnel. In preparing this report, a member of the evaluation team visited two of the participating schools, L.E.S.P. and Long Island City High School.

OBJECTIVE 1. Project BABS students enrolled in E.S.L. classes will achieve at least one curricular objective per month of instruction.

E.S.L. is offered at each of the four sites, and English reading classes are given at Long Island City and F.D.R. Every other week project resource teachers offer career-oriented lessons in E.S.L. classes and provide material that can be used by E.S.L. teachers. The assistant principal for foreign languages at Long Island City noted that the curriculum material was being incorporated into the E.S.L. curriculum.

E.S.L. classes at L.E.S.P. are particularly small. The level two class that was reviewing idioms during an evaluation visit contained only nine students and had an educational assistant in the class in addition to the regular teacher.

Although attempts were made at both Long Island City and L.E.S.P. to use the Holt Rinehart computerized reading program in E.S.L. classes, the program was not fully implemented and was finally dropped. The lack of a pretest and of teacher training in the use of the program hampered its full implementation. Integrating the program with ongoing E.S.L. and English reading classes proved to be a continuing problem.

In addition, the L.E.S.P. E.S.L. teacher felt that the interest level was too low for high school students and that better material could be developed by a teacher. He also noted that Holt Rinehart had not, as expected, provided hardware that would involve students in using computers; it had only supplied books and manuals.

Student Achievement in E.S.L.

The assessment instrument used for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objective mastered per month is computed by dividing the gain score by the actual months of instruction. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of the fall and spring semesters. The project reported 472 students to be taking E.S.L. Data were missing or incomplete for 89 students in the fall semester and for 110 students in the spring semester. Table 5 presents CREST data for the fall and spring for Project BABS for each school and test level.

Examination of the overall results in the table reveals that program students met the program objective in the fall (1.4 objectives mastered per month) and in the spring (1.1 objectives mastered per month). The rate of mastery for students is highest at Level I and lowest at Level III.

When analyzed by school, program students at L.E.S.P. mastered the highest number of CREST objectives during both the fall and the spring compared to program students at other schools. Students at F.D.R. and Long Island City did not meet the objective.

TABLE 5

Results of the Criterion Referenced English Syntax Test

School	Level I N	Level I Pre	Level I Mastered	Level I Mastery/ Month	Level II N	Level II Pre	Level II Mastered	Level II Mastery/ Month	Level III N	Level III Pre	Level III Mastered	Level III Mastery/ Month	Total Mastery/ Month
Fall													
Julia Richman	28	10.4	6.3	2.2	47	13.7	4.8	1.6	30	10.7	2.4	0.8	1.5
Lower East Side Prep	70	9.3	6.6	2.0	46	10.7	7.2	2.2	37	8.5	2.9	0.9	1.8
Franklin D. Roosevelt	-	-	-	-	-	-	-	-	91	10.5	1.8	0.7	0.7
Long Island City	20	17.2	2.8	0.9	9	15.0	1.3	0.9	5	11.2	1.0	0.7	0.9
Total	118	10.9	5.9	1.9	102	12.5	5.6	1.8	163	10.1	2.1	0.8	1.4
Spring													
Julia Richman	9	14.0	4.1	1.5	39	13.7	2.7	1.1	40	9.5	2.2	0.9	1.0
Lower East Side Prep	41	13.3	6.5	2.2	43	9.0	5.9	2.0	64	7.5	2.5	0.9	1.5
Franklin D. Roosevelt	-	-	-	-	1	15.0	-	-	91	12.0	1.3	0.5	0.5
Long Island City	13	14.2	3.8	1.3	14	17.2	1.6	0.4	7	9.9	-1.0	-0.2	0.6
Total	63	13.6	5.6	1.9	97	12.1	3.9	1.4	202	10.0	1.8	0.7	1.1

OBJECTIVE 2. Project BABS students enrolled in English reading classes will make statistically significant gains on standardized tests of reading in English.

Students Achievement in English Reading

In accordance with this objective, students' pretest and posttest scores on the New York City Reading Test were compared. The overall results are shown in Table 6. A comparison of the pretest and posttest scores for all program students reveals a statistically significant increase for all grades except grade twelve, which had only 19 students. Thus, the program objective was met.

TABLE 6

English Reading Achievement

Significance of Mean Normal Curve Equivalent Gains Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the New York City Reading Test by Grade

		Pretest		Posttest			
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post
9	49	7.8	12.0	10.6	16.2	2.8**	0.9
10	69	19.2	17.4	23.3	19.3	4.1**	0.6
11	96	21.1	21.7	26.8	23.4	5.7**	0.7
12	19	17.3	18.9	18.2	20.3	0.9	0.6

**Significant at the .01 level.

OBJECTIVE 3. By the end of the 1982-83 academic year, at least 10-15 Project BABS students per school will participate in an after-school or summer job internship program in which they will apply the skills acquired in secretarial and/or business skills class.

Project BABS was able to place 11 fall interns, and nine spring interns; in addition, it placed ten interns in summer 1983. Each worked a minimum of 60 hours per semester. For the most part, placements began in November for the fall term and in March for the spring term. The job developer began work in her position in October; prior to this, her tasks were done by the two staff members who also served as resource teachers.

During the 1983-84 year, nine interns were from L.E.S.P., seven from F.D.R., four from Long Island City and none from Julia Richman. Several of the interns from L.E.S.P. who began their placement had to leave without completing it because they accepted paid positions. The job developer reports that if more students had been available, the project could have placed another ten in response to business and agency requests. At the end of the spring semester, the project held a graduation and testimonial ceremony for students who had successfully completed their internships.

Students completed their internships at the following work sites:

WNYE-TV--2	Office of Equal Opportunity--1
Maimonides Medical Center--5	State Education Department, Bureau of Bilingual Education--1
American Management Associations--1	Astoria General Hospital--2
Vista International Hotel--1	Citibank--7

An F.D.R. student worked as an intern at Maimonides in both the spring and the fall terms, and is counted twice in this listing.

Programming, travel, and financial need are the major stumbling-blocks to having more students participate as interns. At Long Island City, for example, the length of the school day prevents most students from leaving early enough to get to their assignments and to work for a few hours before five o'clock. The assistant principal of foreign languages at this school thought the internship program better suited to a school with modular programs or an early morning program. At Julia Richman, the combination of programming problems and of job requirements that are above the skills level of the project students prevents the participation of interns. For Long Island City and F.D.R. students, travel proved an additional problem. Since the program could establish only limited placements near these schools, students had, for the most part, to travel to Manhattan for their internships.

At Lower East Side Prep, on the other hand, the greatest obstacle is poverty, not programming. After school, most students have to do paid work, not out of choice but out of necessity. Eighty-five percent of L.E.S.P. students, for example, are eligible for free lunch, as opposed to 35 percent at Long Island City. In order to address this financial problem, the project director has included in the funding proposal for a project to succeed BABS a request for stipends for student interns. The project is already paying carfare for student interns during those hours when their bus passes are not valid.

OBJECTIVE 4. By the end of 1982-83, project staff will develop two curriculum units in business skills education, emphasizing the development of English language skills.

Project staff is currently editing E.S.L. career awareness curriculum for use by high school teachers. This will draw on lessons developed by the resource teachers and field-tested by them at participating schools. At Long Island City, for instance, a member of the evaluation team observed two English-language lessons give by one of the resource teachers on key vocabulary used on job applications. Although such lessons are most often given in E.S.L. classes, these were presented to program students who were in third-year Spanish and Greek classes for native speakers of those languages. A job internship manual, also in process, will focus on what students need to know to keep a job.

A manual on word processing, partly originally developed, partly adapted for bilingual students, is being put together by the L.E.S.P. teacher who is currently teaching an after-school word processing class. Conducted in English with Chinese used for individual instruction, the class, which meets twice a week and is funded by Project BABS, allows the students to learn a job skill at the same time that they are improving their English. At the class observed, 16 students learned about deleting words, adding words, and text editing techniques, as they discussed verbs, spelling, and sentence structure.

OBJECTIVE 5. By the end of 1982-83, project staff will develop four curriculum units on career exploration opportunities in Spanish, Chinese, Russian and Greek.

Project staff has developed A Handbook of Career Development for Bilingual Students. The English and Greek versions of this handbook are currently available. They include information and sample lessons on self-awareness, interviews, dress, how to read help-wanted ads, training/education required for different jobs, and financial assistance. Three native language versions of this manual are currently being completed: the Spanish verision is now being edited; the Russian and Chinese ones remain to be printed. Like the Greek verions, these manuals contain key terms that are translated into English, so that students can become familiar, for instance, with the English words most commonly used in help-wanted ads. The completion of these manuals is the program priority for the summer, 1984, the period which marks the end of Project BABS. Staff has already completed its Annotated Bibliography of Career Resource Books.

OBJECTIVE 6. To strengthen the program personnel's competency in counseling, testing, and the methodologies of bilingual education, staff members will complete courses at nearby colleges or universities and participate in staff development activities.

One program resource teacher took a course in teaching reading to exceptional students. Other staff development activities were done through in-service training, ongoing meetings, and attendance at relevant workshops and conferences. Central program staff met weekly to review the work of the previous week, to plan for special activities, and to discuss ongoing work at each school and job site. Staff members attended workshops at the Citywide Title VII Conference; workshops related to the BESIS survey on student retrieval information; workshops on Consent Decree and LAB testing; and conferences conducted by the National Association for Bilingual Education (NABE), by the State Association for Bilingual Education (SABE), and by the Office of Career Education. In addition, staff members attended meetings conducted by the Office of Bilingual Education.

Central project staff provided a number of orientation and training activities for teachers, administrators, and guidance counselors involved in Project BABS. September and February orientation sessions were attended by four principals, four assistants principals, one guidance counselor, and eight teachers from participating schools. At these sessions, goals, activities, federal regulations, and evaluation requirements were discussed and the previous year's program was reviewed.

At least four times every two weeks throughout the year, Project BABS resource teachers did career class demonstration lessons at participating schools. In addition to providing direct service to the students, these model lessons provided training for classroom teachers who, once the project is completed, will be better able to use the curriculum developed.

OBJECTIVE 7. Parents will be involved in Project BABS by participating in monthly meetings and workshops which will be offered at each site.

Notices describing the program were sent to parents in their native languages; parents of students participating in the internship program were required to sign consent forms. Both of these steps were designed to involve parents in the program. The project did, however, have limited success in involving parents. Although project staff was available during the fall and spring open school meetings at three of the four participating schools, only 21 parents met with them: five from F.D.R. three from Lower East Side Prep, and 12 from Long Island City. Additional contact with project parents was made through staff participation in the Citywide Chinese Parents Conference sponsored by the Bilingual Career Education Services, and in the Citywide Hispanic Parent Conference, attended by 300 parents.

OBJECTIVE 8. At least ten business firms will be recruited as resources in and for career development and as an advisory board.

Project BABS has been extremely successful in making contacts with business firms. On March 30, 1984, it conducted a full-day career seminar, Networking Between the School and the Corporate World, which was attended by 200 people, including 130-140 students, and a number of teachers and assistant principals. Workshop participants included representatives from Citibank, Brooklyn Veterans Administration Hospital, Port Authority of New York and New Jersey, Brooklyn General Post Office, New York City Police Department, Vista International Hotel, American Management Association, Consolidated Edison, and Brooklyn Union Gas. Several other businesses and service agencies, including Chase Manhattan Bank, Coca-Cola, and Avon Products, provided financial support for the conference. Lunches were donated for all participants. In addition to students from the project, students from Bryant, Seward Park, South Shore, and Bushwick High Schools attended. The videotaped program was subsequently replicated at Bryant. Long Island City High School made contacts at the seminar which enabled students who had not attended to hear several of the speakers at a later date.

The project has established a Business Education Advisory Council for Bilingual Students which met three times. It is intended to help identify intern sites, to put together the career seminar, to provide input into the workings of the project, and to review future proposals. The Advisory Council is made up of over 20 representatives of government, public and private business, labor, management, and

education. Among its active members are representatives from the Advisory Council for Occupational Education, American Management Associations, Brooklyn Union Gas, Citibank, Con Edison, New York Hospital, Bureau of Bilingual Education, and the participating high schools.

IV. CONCLUSIONS AND RECOMMENDATIONS

Project BABS is an extremely successful program that is well geared to the needs of its students. Project strengths lie in an enthusiastic and competent staff, good administration, regular contact with the sites, and the provision of valuable services to students and teachers. Its success in forging links with private businesses and public agencies is especially to be commended.

The possibilities of establishing internships is seriously affected by the project's having to fit within the parameters of each school. Because student involvement in internships necessitates full administrative cooperation in programming matters, Project BABS faces greater constraints in carrying out this aspect of its objectives than multi-site projects which provide services which can fit more easily into existing school schedules and structures. The project's failure to meet its objectives for parental involvement must be seen in the light of the difficulty faced by many single-site bilingual projects in involving parents: though committed to their children's education, many of these parents work long hours, are intimidated by an institutional setting, and are unfamiliar with the workings of the American education system. As a multi-site project, BABS lacks the staff and neighborhood focus necessary to make individual parental contacts and home visits, both key methods of activating parents. Parental support for students' particiption in the internship program does, however, indicate a positive attitude toward the program.

Although the 1983-84 year marks the end of the project, its curriculum will continue to be used by teachers who have participated in it. Administrators and teachers at both schools visited indicated that the resources provided would continue to be valuable to teachers and students.

The evaluation team recommended that, if further funding is received:

1. Future sites be selected on the basis of programming flexibility and administrative willingness to accommodate students' programs to the needs of the internship component;

2. Special attention to given to locating internship sites near the participating schools, especially for those schools not located in Manhattan;

3. Curriculum manuals be completed early enough in the funding cycle so that they can be more fully used during the life of the project;

4. Efforts continue to be made to increase parental involvement.

5. The project's success in establishing supportive links with businesses be disseminated for replication in other programs serving similar students.